This was not made by **AQA** .

GCSE MARKSCHEME

FRENCH

H

Higher Paper 2 Speaking **Practise**

Sample assessment material for **2026 papers and onwards** (until end of 8652 spec)

This is simply a **re-organisation** of the AQA's sample booklet so that candidates can actually take a test at home without actually speaking, meaning they (and teachers) can **simply write down what they should say while in the exam**, acting as a good example of what to say.

Information :

- **This is not a replacement for mocks or other styles of revision.**
- **This is not made by AQA**
- **This is also not endorsed by AQA as of publication**
- **Questions will be shown clearly how many marks they are to be awarded.**
  The total paper is out of 50. [same as in the real exam] – 25% of the GCSE grade.

- **You cannot use a dictionary**
- **This test consists of Three Sections :**
- **- Section A : Roleplay (10 marks)**
- **- Section B : Read-aloud (15 marks)**
- **- Section C : Description of photo-cards and discussion (25 marks)**

- **This test is 20 MINUTES long. Each question will be split up into their own time periods as recommendations.**

[The real AQA exam will be 12 minutes MAX before abrupt exam ending but I will say 20 to accomodate for reading the question and writing down the answers]

Designed for Specification "AQA GCSE French **8652"**

Section A

Answer **all** questions

1.1 Roleplay.
[You pick up 2 marks in every section that you speak for a max of 10 marks]

Teacher: **"Ton ou ta meilleur(e) ami(e) est comment?"**

Mark	AO2 Status **"Understand and respond to written language in speaking and in writing"**	Examples of student responses.
0	No part of the message is conveyed. *(student speaks in wrong language or communicates nothing new at all.)*	No details of a supposed friend, or zero verbs. **"J'aime ma mère parce qu'elle cuisine bien."** **OR** **"petit"**
1	The message is partially conveyed or conveyed with some ambiguity *(as in: weirdness or uncertainty or hard to interpret proper meaning)*	Two appropriate details without accurate verbs. Eg: **"Petit(e) et (les) cheveux noirs."** **OR** One appropriate detail with an accurate verb. Eg: **"Il / Elle a les yeux bleus"**
2	The message is conveyed **without ambiguity.** *(Nearer to fluent french)*	Two appropiate details. Eg: **"Ma meilleure amie, elle est petite. Elle a les cheveux noirs"**

Question 1.1 continues on the next page.

Teacher: **"Qu'est-ce que c'est un(e) bon(ne) ami(e)?"**

Mark	AO2 Status **"Understand and respond to written language in speaking and in writing"**	Examples of student responses.
0	No part of the message is conveyed. *(student speaks in wrong language or communicates nothing new at all.)*	Incomprehensible pronounciation of any detail, Eg: **"gun-till"** trying to say "gentil"
1	The message is partially conveyed or conveyed with some ambiguity *(as in: weirdness or uncertainty or hard to interpret proper meaning)*	One detail about what makes a good friend, without an accurate verb. Eg: "**Drôle."**
2	The message is conveyed **without ambiguity.** *(Nearer to fluent french)*	One detail about what makes a good friend. Eg: **"Un bon ami est quelqu'un de drôle."**

Teacher: **"De quoi parles-tu avec tes amis?"**

Mark	AO2 Status **"Understand and respond to written language in speaking and in writing"**	Examples of student responses.
0	No part of the message is conveyed. *(student speaks in wrong language or communicates nothing new at all.)*	Nothing conveyed. One topic of conversation, without a verb. Eg: "**sport."**
1	The message is partially conveyed or conveyed with some ambiguity *(as in: weirdness or uncertainty or hard to interpret proper meaning)*	Two topics of conversation without accurate verb(s). Eg: **"(De) la musique et (de) la télé."** **OR** One topic only with an accurate verb. Eg: **"Nous parlons de la musique"**
2	The message is conveyed **without ambiguity.** *(Nearer to fluent french)*	**Two topics of conversation. Eg:** **"On parle des amis et de l'école! Avec mes amis je parle du sport et des jeux-vidéo."**

Question 1.1 continues on the next page.

Teacher: "Parle-moi d'une journée que tu as passée récemment avec des amis."

Mark	AO2 Status **"Understand and respond to written language in speaking and in writing"**	Examples of student responses.
0	No part of the message is conveyed. *(student speaks in wrong language or communicates nothing new at all.)*	Incomprehensible pronunciation / message not communicated. One detail, without an accurate verb. Eg: **"Aller à la campagne.** **Manger dans un café."**
1	The message is partially conveyed or conveyed with some ambiguity *(as in: weirdness or uncertainty or hard to interpret proper meaning)*	Two details, without accurate verb(s) Eg: **"Aller à la campagne et manger dans un café."** **OR** One detail, with an accurate verb. Eg: **"Nous sommes allé(e)s à la plage."**
2	The message is conveyed **without ambiguity.** *(Nearer to fluent french)*	Two details about a day spent with friends. Eg: **"Je suis alle(é) en ville et j'ai regardé un film. Nous avons pris le train et nous avons fait les magasins (en ville).** **On a visité la ville et on a mangé dans un restaurant."**

Question 1.1 continues on the next page.

Teacher: **“Très bien.”**

?

Mark	AO2 Status **“Understand and respond to written language in speaking and in writing”**	Examples of student responses.
0	No part of the message is conveyed. *(student speaks in wrong language or communicates nothing new at all.)*	Incomprehensible attempt at the question, Eg: **“Tu temps libre ?”**
1	The message is partially conveyed or conveyed with some ambiguity *(as in: weirdness or uncertainty or hard to interpret proper meaning)*	Question asked without an accurate verb. Eg: **“La danse intéressante ?”**
2	The message is conveyed **without ambiguity.** *(Nearer to fluent french)*	Any clearly understandable question about hobbies. Eg: **“Qu’est-ce que tu fais pendant ton temps libre ? Tu aimes la natation ?”**

End of Section A

(Turn over for Section B)

Section B

Answer **all** questions

2.1 Read aloud.

Level and Mark	AO3 Status **"Demonstrate understanding and accurate application of the grammar and vocabulary prescribed in the specification."**
0	Does not meet the standard required for Level 1 at this tier.
1	There are regular minor and some major errors in pronunciation.
2	There are minor errors and a few major errors in pronunciation.
3	There are some minor errors and very occasional major errors in pronunciation.
4	There are a few minor errors in pronunciation.
5	Pronunciation is always or nearly always accurate but there may be an occasional minor error.

A major error is one which adversely [badly] **affects communication.**
[eg. incorrect phonics or words sounding as if it's another word]
A minor error is one which does not affect communication.
[eg. regular accent]

[5 marks]

2.2 The four questions.

[10 marks]

"Parle-moi d'un film que tu aimes"

"Qu'est-ce que tu penses des stars de télé-réalité ?"

"Quelle célébrité veux-tu rencontrer ?"

"Quels sont les problèmes pour les célébrités ?"

Question 2.2 continues on the next page.

Level	Mark	AO1 Status **"Understand and respond to spoken language in speaking and in writing"**
0	0	Does not meet the standard required for Level 1 at this tier.
1	1 - 2	• At least one question is answered understandably. • The answer(s) may be a very limited response.
2	3 - 4	• At least two questions are answered understandably. • One answer is developed minimally.
3	5 - 6	• At least two questions are answered clearly. • One answer is developed well and at least one other is developed minimally.
4	7 - 8	• At least three questions are answered clearly. • One answer has an extended response and at least one other is developed well.
5	9 - 10	• All questions are answered clearly. • At least two answers have an extended response and at least one other is developed well.

Definitions:
Extended response: A response with atleast 3 clauses, information in it and an appropiate verb. **(Eg: "I go to the cinema with my friends and we watch action films. I love action films!")**

Developed well: A response which contains 2 clauses, information in it and an appropiate verb **(Eg: "I go to the cinema with my friends and we watch action films.")**

Developed minimally: A response with information in it, albeit in the form of a set of nouns or adjectives rather than a verb. **(Eg: "Vegetables and fruit")**

Limited response: A response with explicitly the answer without anything more. **(Eg "Ten.")**

End of Section B

(Turn over for Section C)

Section C

Answer **all** questions

3.1 Response to the content of the photo's

Photo 1

Question 3.1 continues on the next page.

Photo 2

Question 3.1 continues on the next page.

Due to exam-format limitations, the examiner will have asked you **much more and much more personalised questions that would allow you to achieve your best ability**. By attempting these two questions you will be able to demonstrate that you know how to talk about this specific topic, hence, will likely do well in the real exam if given this topic for an unprepared conversation.

"Parle-moi des photos."

[5 marks]

Level	Mark	AO2 Status **"understand and respond to written language in speaking and in writing"**
0	0	Does not meet the standard required for Level 1 at this tier.
1	1	• Some information is conveyed. • Information lacks clarity from time to time.
2	2	• Quite a lot of information is conveyed. • Information may lack clarity from time to time.
3	3	• Quite a lot of information is conveyed. • Information is nearly always conveyed clearly.
4	4	• A lot of information is conveyed. • Information is nearly always conveyed clearly.
5	5	• A lot of information is conveyed. • Information is always conveyed clearly.

Question 3.1 continues on the next page.

“Parlez-moi de la communication et de la Terre à partir de ces deux photos. Alors: avez-vous déjà fumé ? Où étiez-vous récemment ? Parlez-moi aussi de votre dernière réservation d’hôtel.”

[20 marks]

Decide each **AO** level and their mark **seperately**, they are combined in the table below for marking convinience.

lvl	Mark	AO1 Status **“Understand and respond to spoken language in speaking and in writing”**	AO3 Status **“Understand and respond to written language in speaking and in writing”**
0	AO1: 0 AO3: 0	**Does not meet the standard required for Level 1 at this tier.**	**The language does not meet the standard required for Level 1 at this tier.**
1	AO1: 1 - 3 AO3: 1	**• Very little information is conveyed.** **• Limited responses.** **• Messages regularly break down or hardly anything is said.**	**• Hardly any variety of vocabulary and structures.** **• Minor and major errors in all responses to questions.**
2	AO1: 4 - 6 AO3: 2	**• Little information is conveyed.** **• Limited responses with occasional minimal development.** **• Messages regularly break down.**	**• Very limited variety of vocabulary and structures with regular repetition.** **• Very frequent minor and very frequent major errors in nearly all responses to questions.**
3	AO1: 7 - 9 AO3: 3	**• Some information is conveyed.** **• Regular minimal development of responses.** **• Information lacks clarity from time to time and occasionally messages break down.**	**• Limited variety of vocabulary and structures with regular repetition.** **• Very frequent minor and frequent major errors in most responses to questions.**
4	AO1: 10 - 12 AO3: 4	**• Some information is conveyed.** **• Some good development and regular minimal development of responses.** **• Information lacks clarity from time to time**	**• Some variety of vocabulary and structures, but with regular repetition.** **• Frequent minor errors and some major errors in most responses to questions**
5	AO1: 13 - 15 AO3: 5	**• Quite a lot of information is conveyed.** **• Regular good development of responses.** **• Information may lack clarity from time to time.**	**• Good variety of vocabulary and structures, but with some repetition.** **• There may be frequent minor errors. Some major errors may occur even in basic language.**

End of Section C
END OF EXAM

Pretend I wrote something scary here

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